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ABSTRACT

This module cluster is designed to facilitate successful, self-paced learning for the student in applying the elements of lesson sequencing by preparing a teaching sequence with selected criteria and teaching the sequence to a selected group of students. Objectives, prerequisites, preassessment, instructional activities, postassessment, and remediation activities are stated for the two modules that deal with question development and lesson sequence. (PD)

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Component:	Teaching Social Studies in the Elementary School
Module Cluster:	Lesson Preparation for Inquiry Teaching
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State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

August 6, 1973

Dear Colleague:

Our involvement in the Camden Teacher Corps Project has resulted in the development of several module clusters. The clusters are the primary mode of instruction in this competency-based teacher education program. The program follows the guidelines set forth by the U.S. Office of Education, Department of H E W.

Many of these modules are based on a list of teacher competencies which has been developed by members of the Elementary Education Department. The list represents the core competencies and is intended to be representative of a behavioral approach to teaching. These competencies comprise the nucleus of Glassboro's teacher education program.

All these modules specify competencies and describe a scenario for self-paced learning in a field oriented setting. Clearly this is a process which is in marked contrast to the accumulation of credits acquired primarily in college classrooms.

We invite your use, criticism, and refinement of these modules as a means of joining us in creating a more generative climate for developing competent, open, and hopefully healthy-minded teachers.

Sincerely yours,

F. Goodfellow

Frank Goodfellow
IHE Coordinator-Camden Teacher
Corps Project
Chairperson, Elementary Education Dept.

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Instructions for Using a Glassboro State College Module Cluster

A Glassboro State College Module Cluster aims at arranging a learning experience in a very specific way. The goal of the cluster is to facilitate successful, self-paced learning for the student.

1. Glassboro State College module clusters are intended to be used by students with the cooperation of an instructor. The instructor will give a brief explanation about the particular modular cluster. This should include the rationale for the cluster as well as general arrangements for completing the module.

2. After the initial meeting with the instructor, the student can begin work on the module cluster. Within a cluster the modules are presented sequentially.

3. When a student begins to study a module, he should first read the Objective, Prerequisite, and Pre-assessment sections. A number of alternatives are then available. For example, the student may decide after reading the pre-assessment procedures that he is competent in that area. He may then complete the entire pre-assessment and discuss the results with the instructor. The instructor will then be able to verify the student's competence.

4. A second choice is possible if the student feels unsure of the material as presented in the pre-assessment. He can then skip the pre-assessment and complete the module step by step, including the post-assessment procedures.

5. The instructor will consult with the student after the post-assessment is completed. At this point if the student and instructor feel the competency involved has been demonstrated, the student will move to the next module in the cluster. If the post-assessment reveals some deficiency, remediation will be assigned and another form of post-assessment will then be used.

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TSSES - 002.00 (GSC) Lesson Preparation for Inquiry Teaching

General Objectives of the Module Cluster

This module cluster is the final challenge in applying the elements of cluster TSSES 001.00 (GSC), Introductory Elements for Lesson Sequencing. The learner is asked in this brief but intensive cluster to prepare a teaching sequence with selected criteria and teach the sequence to a selected group of youngsters.

Prerequisites to the Module Cluster

1. Completion of normal college entrance competencies.
2. Completion of TSSES - 001.00 - 001.12 (GSC).

Modules Within the Module Cluster

This module cluster contains two modules; they are as follows:

TSSES - 002.01 (GSC) - Question Development

TSSES - 002.02 (GSC) - Lesson Sequence

Limitations of the Module Cluster

This cluster should provide the cap tone for Teaching Social Studies in the Elementary School. As such, the preparation of the final sequence should be fairly carefully coordinated with cooperating teachers and the college supervisors. In any event, the teaching should be completed by May 1, 1974.

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TSSES - 002.01 (GSC) Question Development

Objective

Given the cognitive levels as identified by Bloom, the student can write two questions pursuing a pre-selected concept, at each cognitive level.

Prerequisite

Completion of TSSES - 001.00 - 001.12 (GSC).

Pre-assessment

Individual interview to orally prepare questions.

Instructional Activities

1. Questions are dealt with in all curricular sources, however, the most appropriate source is:

   Questioning Strategies and Techniques
   Frances P. Hunkins
   Allyn & Bacon, Boston, 1972

2. Pursue any self-directed measure.

Post-assessment

Written questions submitted.

Remediation

To be determined based upon need.

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TSSES - 002.02 (GSC) Teaching Sequence

Objective

With specified criteria, the student can construct and teach sequence of instruction for an indeterminate period of time. The planning process should include, but not be limited to, inclusion of the following characteristics:

concept orientation
appropriateness to age and locale
cognizant of cognitive and affective outcomes
inquiry oriented
consideration of group process

Prerequisites

Completion of TSSES 001.00 - 001.12 (GSC) and TSSES - 002.01 (GSC).

Pre-assessment

None.

Instructional Activities

1. Individual conference and review.

2. Preparation of sequence independently using criteria guides.

Post-assessment

Self-evaluation; supervisor and cooperating teacher critique.

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Check-off Sheet for Modules in TSSES - 002.00 (GSC) *

Modules	Date	Instructor Signature
.01	_____	_____
.02	_____	_____

Student Signature: _____

* To be completed in duplicate

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Check-off Sheet for Modules in TSSES - 002.00 (GSC) *

Modules	Date	Instructor Signature
.01	_____	_____
.02	_____	_____

Student Signature: _____

* To be completed in duplicate

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About The College

Located in South Jersey, Glassboro State College is just 20 miles southeast of Philadelphia and Camden. Twenty-five buildings fill the 200 acres of this co-educational college, which has 6,000 full-time and 6,000 part-time students.

GSC offers bachelor's degrees in 8 major areas: professional studies, arts and sciences and fine and performing arts.

In professional studies we offer teaching degrees in areas ranging from elementary through high school.

You can major in one of 15 programs in the arts and sciences, including communications, journalism, law/justice, political science, chemistry and administrative studies (accounting, marketing, management).

In fine and performing arts we offer degrees in art, music and speech and theatre.

GSC also offers an M.A. degree in 20 areas of teacher education.